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ABSTRACT

This monograph uses narrative, tables, and figures to present information on college freshmen with disabilities, based on data collected by the Cooperative Institutional Research Program, a longitudinal study of the American higher education system involving data on some 1,300 institutions, over 7 million students, and about 100,000 faculty. Section 1 presents highlights of the 1994 freshman survey and includes personal and family background, high school preparation and articulation to college, college and career expectations, self-perceptions, and opinions. Section 2 provides data on differences by gender among full-time freshmen with disabilities. Section 3 highlights the types of disabilities, including learning disability, partial sight or blindness, health-related disability, orthopedic impairment, hearing impairments, and speech impairments. A summary identifies trends such as: (1) the proportion of freshmen reporting disabilities remained at 9 percent between 1991 and 1994; (2) students with learning disabilities continued to be the fastest growing group, with almost one in three freshmen with disabilities reporting a learning disability; and (3) although freshmen with disabilities were still more likely than nondisabled peers to enroll in two-year colleges, a higher proportion of 1994 students with disabilities was enrolling in four-year institutions compared to 3 years earlier. Three tables in the appendix provide additional data on freshmen characteristics. (Contains 8 tables and 20 figures.) (DB)

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COLLEGE FRESHMEN WITH DISABILITIES

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College Freshmen with Disabilities

A Triennial Statistical Profile

by
Cathy Henderson

American Council on Education
HEATH Resource Center

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FOREWORD

For more than a decade, I have been involved in the issue of postsecondary education for students with disabilities. As an observer, participant, and advocate, I have witnessed great changes in thinking as well as action on American campuses by educators and administrators. Before the end of the 1970s, there were only a handful of colleges and universities that could be identified as educating students with disabilities. There were several dedicated to students who are deaf, and a few that served students who use wheelchairs. As newer campuses were built, physical access ideas were incorporated into buildings and allowed some campuses to become accessible to students with various disabilities. The students with disabilities who attended college 20 or 30 years ago frequently were recently disabled war veterans or highly motivated and exceptionally well-prepared students with lifelong disabilities. Those in nonspecialized colleges and universities most frequently were blind or functionally limited in mobility.

The civil rights movement of the 1960s extended into the 1970s to embrace advocates of people with disabilities – then called "handicapped." In 1973, the Rehabilitation Act was passed by Congress. Section 504 of the act prohibits discrimination on the sole basis of handicap by recipients of federal funds. As virtually all American colleges and universities receive some federal dollars, they must comply with both that law and the regulations implementing Section 504, which were issued in 1977. The Americans with Disabilities Act of 1990 reaffirmed the Rehabilitation Act and extended the protection of civil rights of people with disabilities to include public and private entities. The greatest increases in the enrollment rates of postsecondary students with disabilities can be traced to that time.

As **College Freshmen with Disabilities: A Triennial Statistical Profile** clearly shows, the percentage of freshmen who report having a disability has tripled since the end of the 1970s. The percent of full-time, first-time freshmen with disabilities has remained stable since HEATH reported on 1991 data in the first of this triennial series. Furthermore, the disabling conditions that are most prevalent in the 1990s are more likely to be "invisible" (learning disabilities, health impairments, speech impairments, low vision, or loss of hearing) than obvious (deafness, orthopedic, blindness). Despite the fact that more than 9 percent of freshmen report having disabilities, only 1 to 3 percent of all students request any physical or programmatic accommodations. The profession of campus *disability*

support service provider (DSSP) has grown over the past decade to meet the needs of this changing population.

The only measure available to document the change over time of the college population with disabilities is the annual survey, **The American Freshman: National Norms,** which has included a question about disability status since 1978. Encouragement from ACE's Division of Policy Analysis and Research has helped to keep the disability question in that survey on a regular basis.

The American Freshman: National Norms reports data collected by the *Cooperative Institutional Research Program* (CIRP) in its national longitudinal study of the American higher education system. Established in 1966 at the American Council on Education, the CIRP is now the nation's largest and longest empirical study of higher education, involving data on some 1,300 institutions, over 7 million students, and more than 100,000 faculty. To maximize the use of these data in research and training, the CIRP was transferred to the Graduate School of Education at the University of California, Los Angeles (UCLA) in 1973. The annual CIRP freshman and follow-up surveys are now administered by the Higher Education Research Institute at UCLA, under the continuing sponsorship of the American Council on Education.

The *American Council on Education* (ACE), founded in 1918, is the nation's major higher education representative organization. An independent, nonprofit association, the Council represents the interests of all accredited, degree-granting institutions of higher education as well as national and regional higher education associations. Through its programs and activities, and its policy-setting functions, it strives to ensure high-quality education on the nation's campuses and equal educational opportunity for all American citizens.

Collection and publication of these data were made possible by the terms of the Cooperative Agreement between the American Council on Education and the U.S. Department of Education. That Cooperative Agreement enables HEATH to publish the triennial series **College Freshmen with Disabilities: A Statistical Profile** (1992, 1995, and 1998). With that support, HEATH purchased a special run of CIRP data, which was based on the responses of the freshmen who reported having one or more disabilities. Cathy Henderson, who wrote this **Profile**, brought extensive experience and clear thinking to the task. A former analyst for

ACE's Division of Policy Analysis and Research and currently a consultant on higher education policy issues. Henderson has written numerous *Policy Briefs* and *Higher Education Panel Reports* for ACE. With guidance from the HEATH Advisory Board and staff, she selected the specific data addressed in this publication.

The data are rich and warrant study by disability support service personnel, student development officers, vocational rehabilitation counselors, specific disability advocates, and educators, as well as students and their families.

Rhona C. Hartman, Director
HEATH Resource Center

3

INTRODUCTION AND SOURCES OF DATA

Every year, thousands of individuals across the country sit down in their living rooms and make college plans. Many are high school seniors or recent graduates who hope to start college as full-time freshmen. They must narrow the wide range of possible options and select where they will apply to college. Most of these young people face common concerns: "Which colleges offer the courses I need to prepare myself for a satisfying career? What sources of financial support are available? Can I afford to consider both high-cost and low-cost colleges? Do I want to remain at home and commute to classes or travel some distance and live elsewhere? Are my grades good enough to let me consider a selective institution? What kind of college social climate will be best for me?"

For some students, this list of questions includes: "Which colleges can meet my special needs?" Individuals with disabilities who are considering enrolling in college face additional physical, intellectual, social, and emotional challenges. This report describes people who successfully overcame a variety of hurdles and enrolled as full-time college freshmen in the fall of 1994.

Since 1966, a national survey of college students has been administered to a large sample of college freshmen each year. This survey is administered by the Cooperative Institutional Research Program (CIRP) and is cosponsored by the American Council on Education (ACE) and the Graduate School of Education of the University of California at Los Angeles (UCLA). The purpose of this survey is to provide a profile of first-time, full-time freshmen at the beginning of their college experiences. Sometimes follow-up surveys are administered to some of these students to see how they are progressing through college or in their careers.

Typically, the survey of freshmen is administered in the early fall of each year and gathers data on students' personal background, high school experiences, educational and career goals, and opinions. Survey responses are collected from a stratified sample of accredited institutions across the United States and are weighted to reflect the national cohort of freshmen for each specific year of the survey. For example, in 1994, questionnaires were tabulated from 237,777 students attending a cross section of 461 universities, four-year colleges, and two-year colleges. The responses were weighted to represent the national enrollment patterns of the total 1.5 million first-time, full-time freshmen attending more than 3,100 institutions of higher education in 1994.

The CIRP provided the HEATH Resource Center with a special set of tabulations based on fall 1994 freshman student answers to the following question:

Do you have a disability? *(Mark **all** that apply.)*

None ❒
Hearing ❒
Speech ❒
Orthopedic ❒
Learning ❒
Health-related ❒
Partially sighted or blind ❒
Other ❒

Students who respond to the CIRP question are self-reporting their disabilities in the fall of their freshman year. It is unknown how long the students have lived with their conditions or whether they have ever been through a formal diagnostic process.

This publication profiles those 1994 freshmen who indicated that they had a disability. When the responses were weighted to reflect the national cohort of entering freshmen across the United States, the survey results indicated that there were 142,010 freshmen with disabilities. These

Table 1
Percentage of Full-Time College Freshmen Reporting Disabilities: Selected Years

Disability	1988	1991	1994
Learning	1.2%	2.2%	3.0%
Partially sighted or blind	1.9%	2.2%	2.0%
Other	1.4%	1.6%	1.7%
Health-related	1.2%	1.3%	1.5%
Orthopedic	1.0%	1.2%	.9%
Hearing	.8%	.9%	.9%
Speech	.3%	.5%	.3%
Total	**7.0%**	**8.8%**	**9.2%**

Note: The details may sum to more than the total because of multiple disabilities.
Source: HEATH Resource Center, ACE. Based on unpublished data from the 1994 Cooperative Institutional Research Program, UCLA, 1995.

142,010 cases represented about 9 percent of all first-time, full-time students in the fall of 1994.

The annual survey has asked the question concerning disabilities several times since 1978. Federal regulations implementing Section 504 of The Rehabilitation Act of 1973 went into effect in late 1977. Section 504 prohibits discrimination on the basis of handicap in all institutions that receive federal funds; this includes nearly all colleges and universities. In 1978, the first year the survey included a question on disabilities, slightly less than 3 percent of freshmen reported a disability. By 1994, the percentage had more than tripled to about 9 percent. This meant that one in every 11 freshmen enrolled full time reported at least one disability. (See Table 1.)

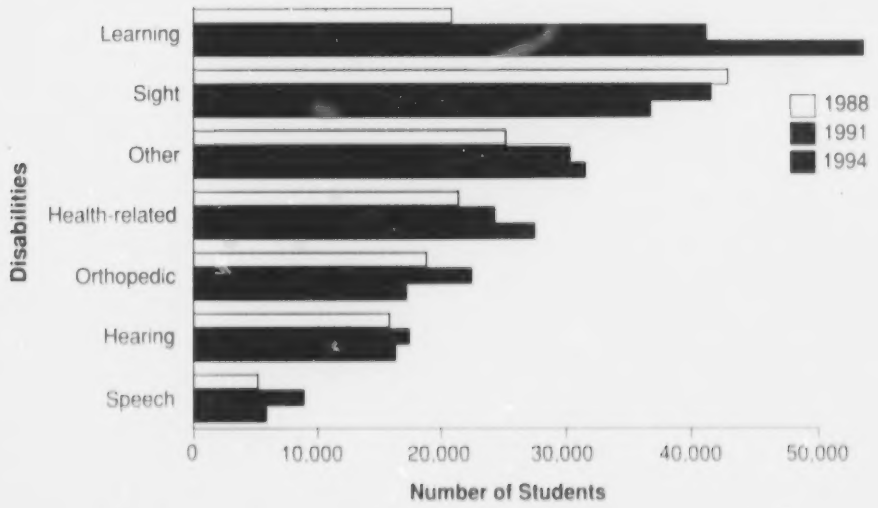
Between 1988 and 1994, the fastest growing category of reported disability among students was "learning disability." By 1994, almost one-third of freshmen with disabilities (32 percent) cited a learning disability. (See Table 2.) The comparable figure in 1988 was only 15 percent. The actual number of freshmen with learning disabilities also rose substantially during this six-year period. (See Figure 1.)

Table 2
Types of Disabilities Among Full-Time College Freshmen with Disabilities,* by Percentage: Selected Years

Disability	1988	1991	1994
Learning	15.3%	24.9%	32.2%
Partialiy sighted or blind	31.7%	25.2%	21.9%
Other	18.5%	18.3%	18.8%
Health-related	15.7%	14.6%	16.4%
Orthopedic	13.8%	13.5%	10.2%
Hearing	11.6%	10.5%	9.7%
Speech	3.8%	5.4%	3.5%

*For example, in 1994, 32.2 percent of students with disabilities reported a learning disability.
Note: The detail may sum to more than 100.0 percent because of multiple disabilities.
Source: HEATH Resource Center, ACE. Based on unpublished data from the 1994 Cooperative Institutional Research Program, UCLA, 1995.

Figure 1
Full-Time College Freshmen With Disabilities: 1988, 1991, and 1994



Source: HEATH Resource Center, ACE. Based on unpublished data from the 1994 Cooperative Institutional Research Program, UCLA, selected years.

"Partially sighted or blind" was the most common disability cited in 1988 and the second most frequently reported in 1994. The actual number of students with impaired sight declined during this period, and the percentage of partially sighted or blind students fell from 32 to 22 percent among those freshmen reporting disabilities.

In general, freshmen with disabilities in 1994 were more likely to enroll in two-year colleges (41 percent) than were their peers who did not report disabilities (33 percent). (See Table 3.) A smaller share of students with disabilities attended universities (18 percent) compared to non-disabled freshmen (25 percent). The proportions enrolling in public four-year colleges (37-38 percent) and historically black colleges and

Table 3
Disabilities Reported by Full-Time College Freshmen, by Type of Institution: 1994

Disability	University	Four-Year College	Two-Year College	HBCU*	Total
Learning	5,410	14,740	24,885	619	45,654
Sight	7,989	13,506	8,028	1,608	31,131
Other	4,521	9,490	11,604	1,075	26,690
Health-related	4,686	8,969	8,224	1,357	23,236
Orthopedic	2,803	5,275	6,050	348	14,476
Hearing	2,598	5,117	5,613	414	13,742
Speech	1,044	1,830	1,858	206	4,938
Total	**29,051**	**58,927**	**66,262**	**5,627**	**159,867**
None reported	**356,246**	**524,650**	**465,727**	**53,977**	**1,400,600**
		Percentage Distribution			
Learning	11.8	32.3	54.5	1.4	100.0
Sight	25.6	43.4	25.8	5.2	100.0
Other	16.9	35.6	43.5	4.0	100.0
Health-related	20.2	38.6	35.4	5.8	100.0
Orthopedic	19.4	36.4	41.8	2.4	100.0
Hearing	18.9	37.2	40.9	3.0	100.0
Speech	21.1	37.1	37.6	4.2	100.0
Total	**18.2**	**36.9**	**41.4**	**3.5**	**100.0**
None reported	**25.4**	**37.5**	**33.3**	**3.8**	**100.0**

* Historically Black Colleges and Universities
Note: This table shows the distribution of 159,867 disabilities reported by 142,010 freshmen.
Source: HEATH Resource Center, ACE. Based on unpublished data from the 1994 Cooperative Institutional Research Program, UCLA, 1995.

universities (HBCUs) (4 percent) were similar, regardless of disability status.

The following sections examine how two groups of 1994 freshmen at all institutions, those who reported disabilities and those who did not, compared on a wide range of descriptors: personal and family background, high school performance, preparation for college, college and career expectations, self-perceptions, and opinions. Later sections compare women and men with disabilities and specific types of disabilities reported by freshmen. (For many characteristics, there were no substantial differences between students with disabilities and those who reported none. Therefore, a single number, such as 4 percent, or two similar numbers, such as 3–4 percent, may be used to describe both groups. If two numbers are used, such as 5–9 percent, the first number refers to students with disabilities and the second relates to other students. Detailed statistics by type of disability appear in Appendix A-1.)

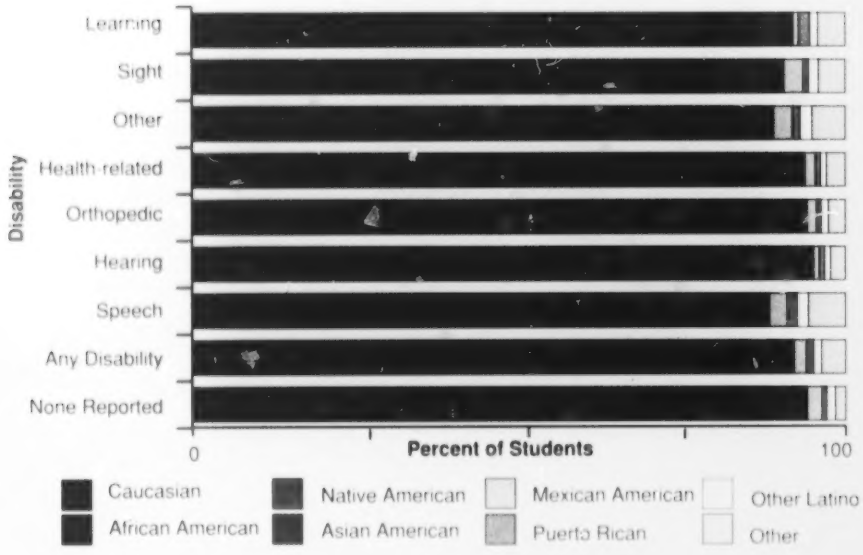
Personal and Family Background

There were more similarities than differences in the personal and family characteristics of disabled and other students. The percent who were individuals of color increased from slightly less than one in five in 1991 (18–19 percent) to slightly more than one in five by 1994 (23–22 percent). The proportions of freshmen by race/ethnicity were similar regardless of their disability status. (See Figure 2 on page 12.)

- Caucasian: 77–78 percent
- African American: 8–10 percent
- Asian American: 4 percent
- Mexican American: 2 percent
- Native American: 3–2 percent
- Puerto Rican: 1 percent
- Other Latino: 1 percent
- Other: 4–2 percent

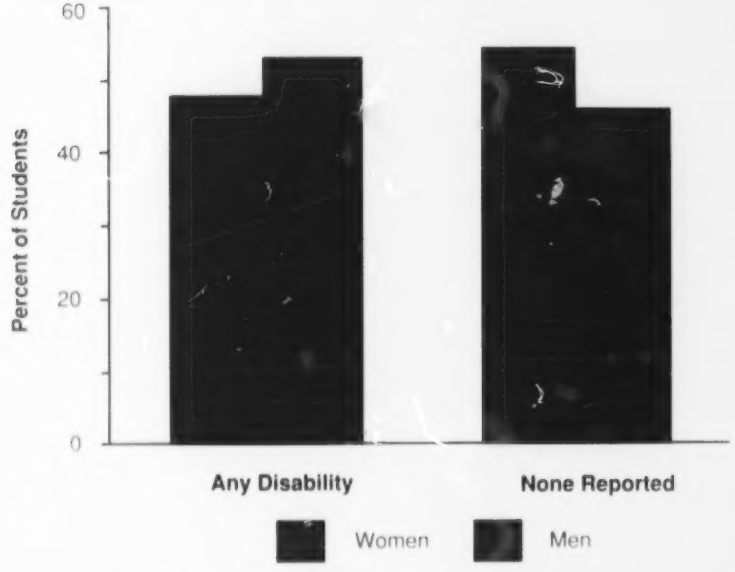
Striking differences pertained to the gender and age of the freshmen. First, students with disabilities were more likely than other students to be male (52 percent vs. 46 percent). (See Figure 3 on page 12.) In addition, compared to students without disabilities, Caucasian men were over-represented among freshmen with disabilities (42 percent vs. 36 percent). (See Appendix A-2.) By contrast, Caucasian women were

Figure 2
Full-Time College Freshmen with Disabilities, by Race/Ethnicity: 1994



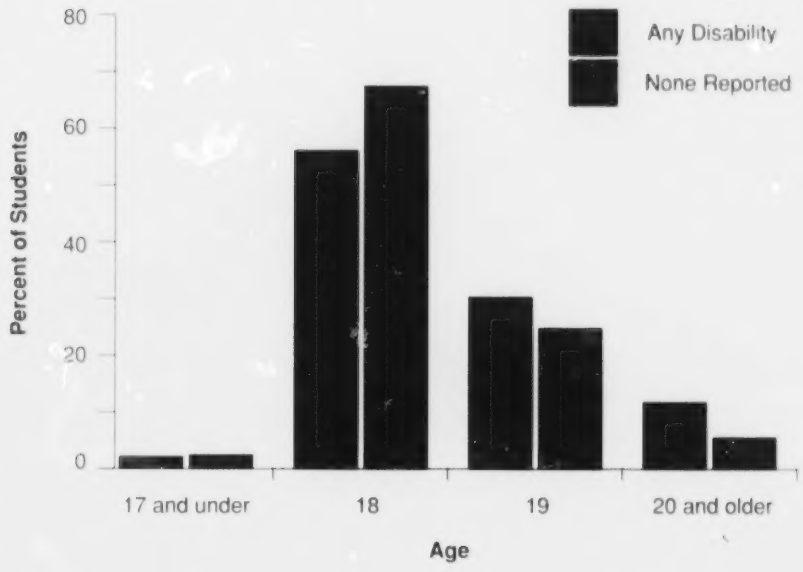
Source: HEATH Resource Center, ACE. Based on unpublished data from the 1994 Cooperative Institutional Research Program, UCLA, 1995

Figure 3
Differences Between Women and Men, by Disability Status: 1994 Full-Time College Freshmen



Source: HEATH Resource Center, ACE. Based on unpublished data from the 1994 Cooperative Institutional Research Program, UCLA, 1995

Figure 4
Distribution of Full-Time College Freshmen, by Age: 1994



Source: HEATH Resource Center, ACE. Based on unpublished data from the 1994 Cooperative Institutional Research Program, UCLA, 1995.

underrepresented (36 percent vs. 42 percent). Second, although the median age of both groups averaged 18 years, there were more older disabled freshmen. (See Figure 4.) About 12 percent of those with disabilities, but only 6 percent of other students, were entering college as full-time freshmen at age 20 or above.

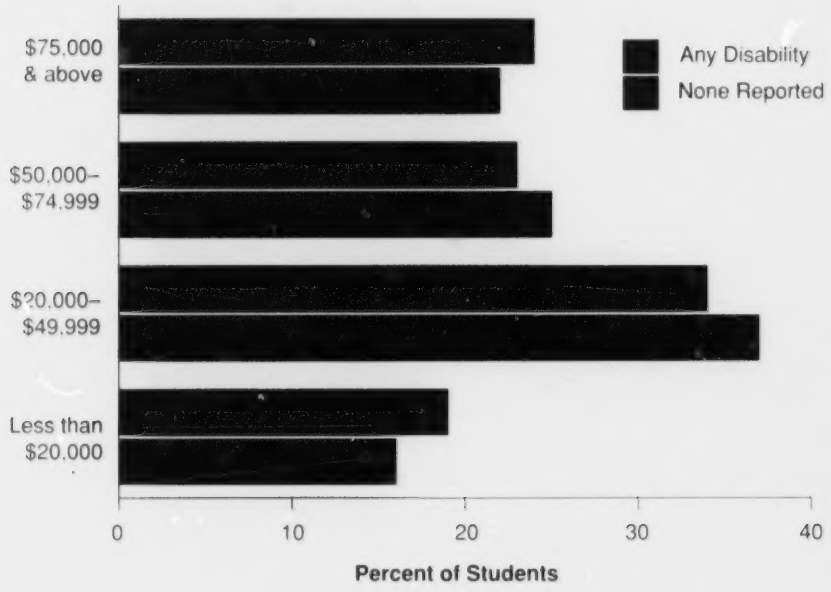
Regardless of their disability status, nearly all students had been born in the United States (95 percent), were currently U.S. citizens (97 percent), and spoke English as their native language (94 percent). At least two in three students of each group (67–70 percent) were living with both parents. About one in four students (26–25 percent) was living with a divorced or separated parent; a small proportion (7–5 percent) had parents who were deceased. Most students (88 percent) reported that their parents had been born in the United States.

The demographic characteristics of the parents of students with disabilities and other students were also similar. For each group, about nine in ten mothers and fathers were at least high school graduates and almost two in five had completed a college degree. Likewise, the careers

of parents were similar for students with and without disabilities. The four most frequently cited occupations listed for the students' mothers were professional business employee (13–14 percent), full-time homemaker (13 percent), elementary education teacher (10–9 percent) and nurse (9–8 percent). Among the fathers, the three most popular types of employment included business management (26 percent), skilled worker (10 percent), and engineer (8 percent).

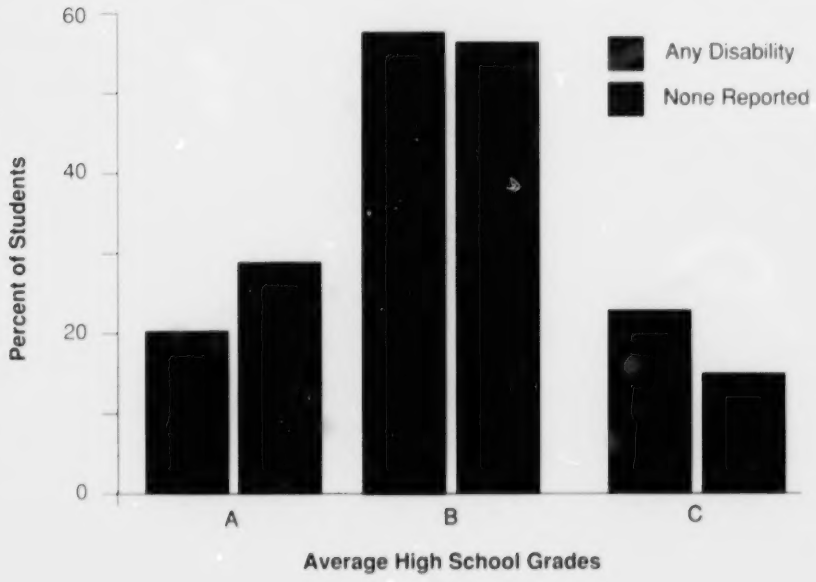
Parental income appears comparable if the medians are examined ($47,304–$47,519). However, freshmen with disabilities were a little more likely to come from lower income families; 19 percent of freshmen with disabilities, but only 16 percent of other students' families, earned less than $20,000 per year in 1994. (See Figure 5.)

Figure 5
Parental Income of Full-Time College Freshmen: 1994



Source: HEATH Resource Center, ACE. Based on unpublished data from the 1994 Cooperative Institutional Research Program, UCLA, 1995.

Figure 6
Average High School Grades of Full-Time College Freshmen: 1994



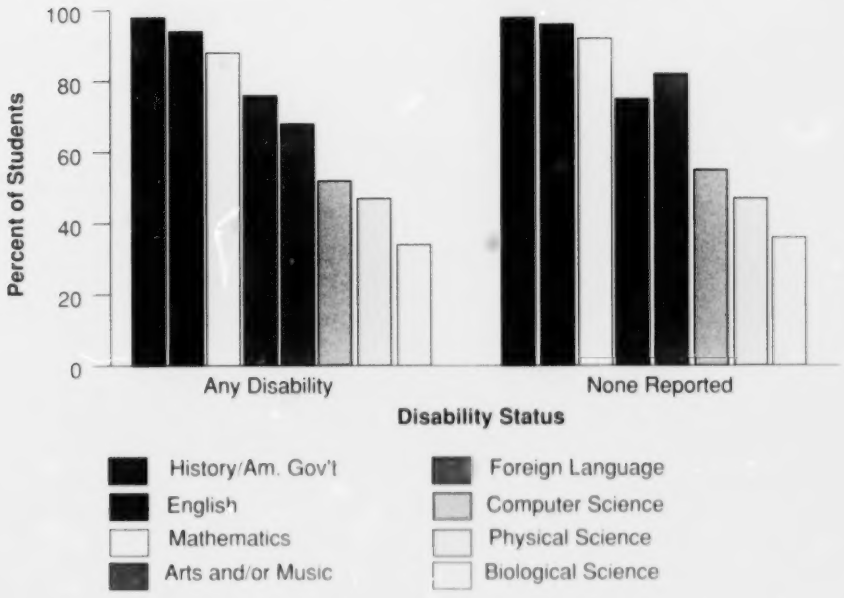
Source: HEATH Resource Center, ACE. Based on unpublished data from the 1994 Cooperative Institutional Research Program, UCLA, 1995.

High School Preparation and Articulation to College

Students with and without disabilities had many common experiences during their high school years. Almost two in five freshmen from both groups had averaged at least six hours of homework per week. However, students with disabilities had demonstrated a different level of academic performance. (See Figure 6.) A smaller share of students with disabilities than other students had earned A averages (20 percent vs. 29 percent), and a larger proportion had earned C and D averages (23 percent vs. 15 percent). Students reporting disabilities were less likely to have studied with friends (82 percent vs. 86 percent) and more inclined to have asked their high school teachers for advice (24 percent vs. 19 percent).

A smaller share of freshmen with disabilities (compared to other freshmen) had met or exceeded the recommended years of high school study in the fields of math, foreign languages, and computer science. (See Figure 7.):

Figure 7
Full-Time College Freshmen Who Met or Exceeded Recommended Years of High School Study: 1994



Source: HEATH Resource Center, ACE. Based on unpublished data from the 1994 Cooperative Institutional Research Program, UCLA, 1995.

- math (three years): 88 percent vs. 92 percent
- foreign languages (two years): 68 percent vs. 82 percent
- computer science (one-half year): 52 percent vs. 55 percent

However, there were no substantial differences in the two groups of students in the subject areas of English, physical science, biological science, history/American government, or the arts/music:

- English (four years): 94–96 percent
- physical science (two years): 47 percent
- biological science (two years): 34–36 percent
- history/American government (one year): 98 percent
- arts and/or music (one year): 76–75 percent

Typically, students with disabilities had been out of high school longer than their nondisabled peers. Only 91 percent of students with disabilities, but 94 percent of other students, had both graduated from high school and enrolled in college during the calendar year 1994.

Few students (5–4 percent) had accumulated any prior credits from earlier courses taken at their colleges. For both types of freshmen, the majority (72 percent) were attending the college that had been their first choice. In fact, about one in three students had applied only to a single school.

When freshmen students were asked to list important factors that had influenced their decisions to attend college, the answers were generally similar. Major reasons listed by both groups were:

- to get a better job (76–77 percent);
- to learn more about things (75–73 percent);
- to gain a general education (60–59 percent);
- to prepare for graduate/professional school (56 percent);
- to become a more cultured person (37–36 percent);
- my parents wanted me to go (37–35 percent);
- to get away from home (20–18 percent); and
- difficulty in finding a job (10–8 percent).

However, two other reasons seemed more important to freshmen with disabilities than to nondisabled freshmen:

- the desire to improve reading/study skills (46 vs. 41 percent); and
- the encouragement of a role model/mentor (17 vs. 13 percent).

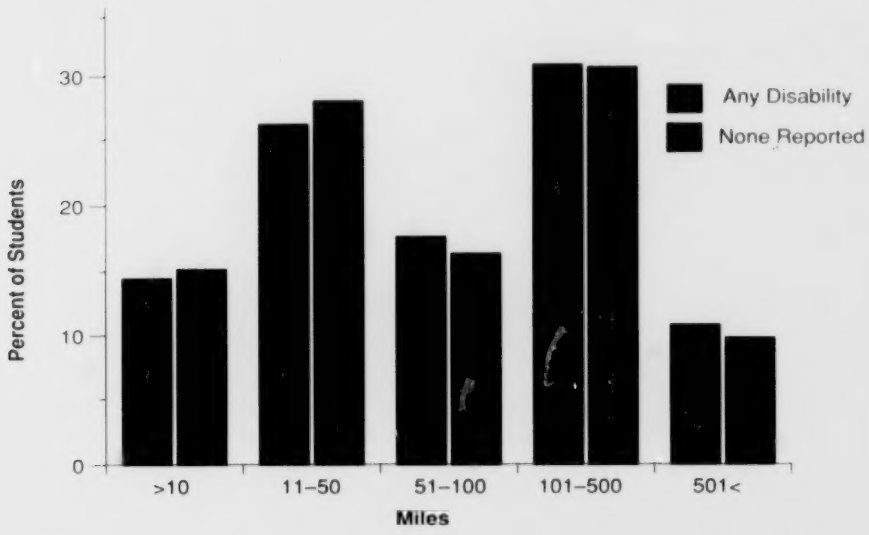
When asked specifically why they chose their particular colleges, both groups of students gave many similar responses:

- the college's good academic reputation (47–49 percent);
- the prospect of a good job after graduation (41–42 percent);
- the offer of financial assistance (30 percent);
- low tuition (29 percent); and
- graduates go to top schools (24–26 percent).

Reasons that were more important for students with disabilities included:

- size of the college (38 vs. 35 percent);
- special programs offered by the college (31 vs. 20 percent); and
- advice from guidance counselors or teachers (21 vs. 14 percent).

Figure 8
Miles Traveled by Full-Time Freshmen to Attend College: 1994

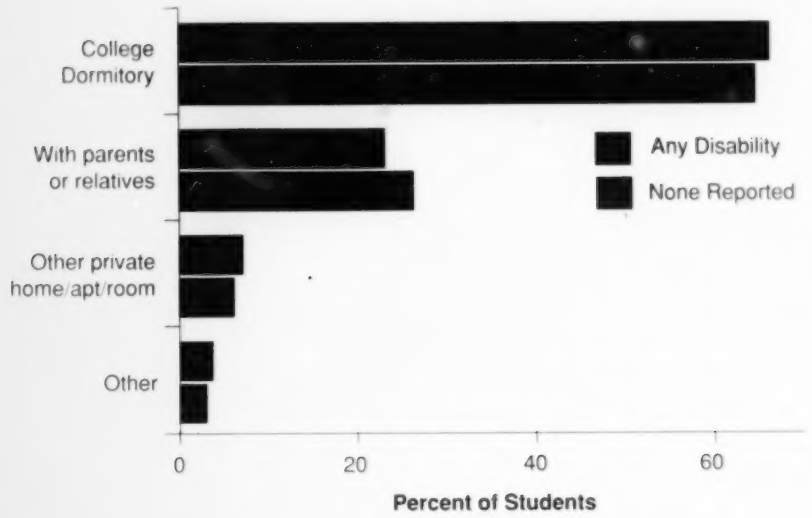


Source: HEATH Resource Center, ACE. Based on unpublished data from the 1994 Cooperative Institutional Research Program, UCLA, 1995.

There was no important difference between the average distance from each of the group's homes to their colleges. (See Figure 8.) About two in five (41–43 percent) of each group traveled 50 miles or less to enroll. Likewise, the majority of each group of students (66–65 percent) expected to reside in college dormitories in the fall of 1994. (See Figure 9.) About one in four planned to live with parents or other relatives.

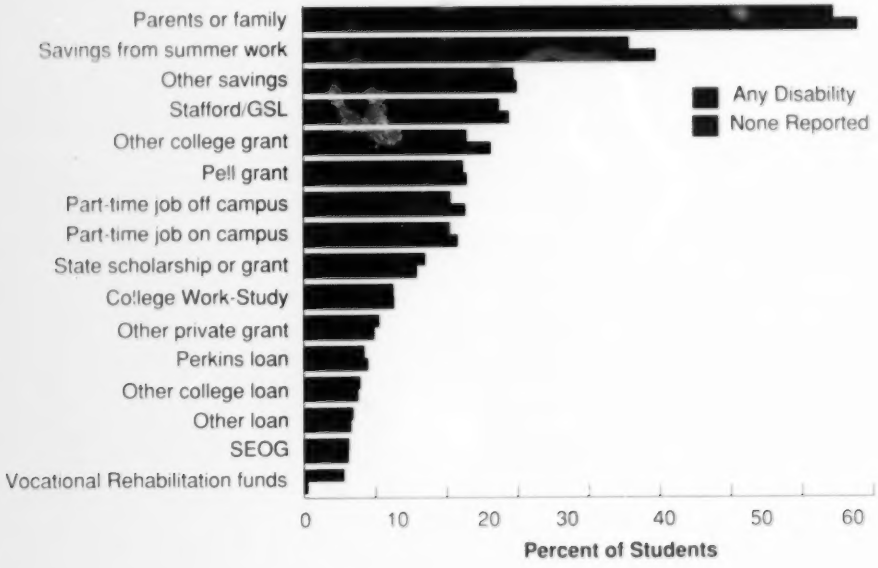
Regardless of their disability status, seven in ten freshmen reported at least some level of concern about their ability to finance their college educations. Because a larger share of students with disabilities came from lower income families (below $20,000), it is not surprising that students with disabilities were a little less likely to have received financial assistance from their parents or families (75 percent vs. 78 percent) (See Figure 10.) In addition, a smaller share of students with disabilities were able to contribute savings accumulated from previous summer work toward college expenses (46 percent vs. 50 percent).

Figure 9
Planned Residence of Full-Time College Freshmen: 1994



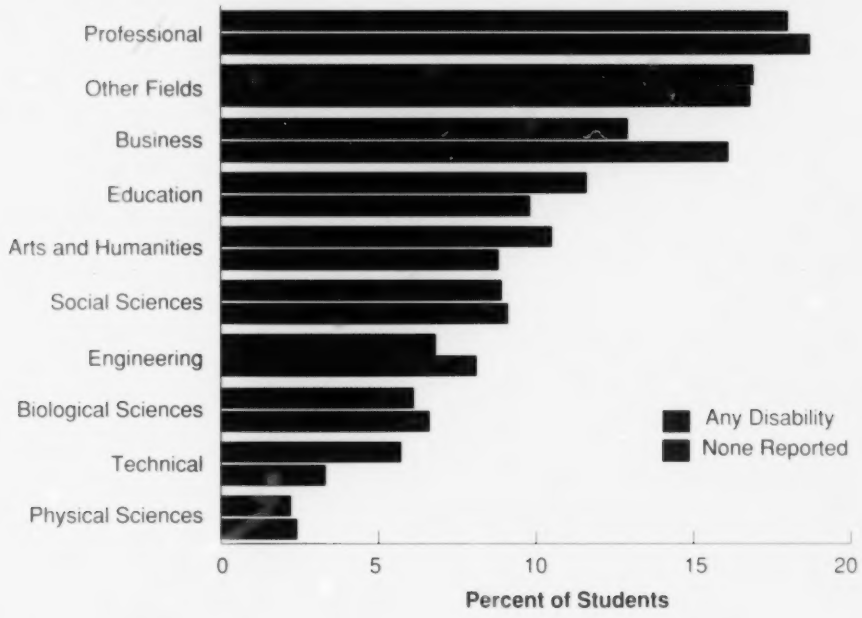
Source: HEATH Resource Center, ACE. Based on unpublished data from the 1994 Cooperative Institutional Research Program, UCLA, 1995.

Figure 10
Financial Support for College Expenses of Full-Time Freshmen: 1994



Source: HEATH Resource Center, ACE. Based on unpublished data from the 1994 Cooperative Institutional Research Program, UCLA, 1995.

Figure 11
Major Field of Study Predicted by Full-Time College Freshmen: 1994



Source: HEATH Resource Center, ACE. Based on unpublished data from the 1994 Cooperative Institutional Research Program, UCLA, 1995.

In general, both types of students were as likely to have received help from the major federal aid programs:

- Stafford/Guaranteed Student Loans (28–29 percent)
- Pell Grants (22–23 percent)
- College Work-Study subsidies (12–13 percent)
- Perkins Loans (8–9 percent)
- Supplemental Educational Opportunity Grants (6 percent)

Both groups had similar tendencies to use private grants (10 percent) or institutionally financed college loans (8 percent). Freshmen with disabilities received slightly fewer college-based grants (23 percent vs. 26 percent). Vocational Rehabilitation funds were used by 6 percent of freshmen with disabilities.

College and Career Expectations

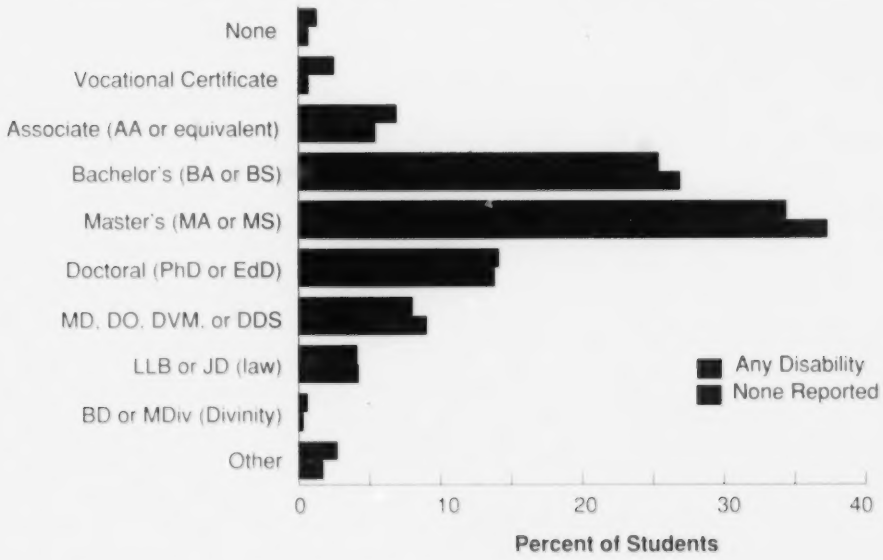
Freshmen survey respondents were asked to describe their educational and career goals, including their major field of study while in college, their highest expected degree, and their preferred occupation.

Across most major fields of study, students with and without disabilities expressed similar expectations. (See Figure 11.) Interest in professional fields ranked first across both groups (18–19 percent). In comparison to students who reported no disabilities, those with disabilities were slightly less interested in majoring in business (13 percent vs. 16 percent) and more inclined toward technical fields (6 percent vs. 3 percent).

In general, more students with disabilities than other students predicted that they would need extra time to complete their educational goals (12 percent vs. 8 percent). Interest in obtaining specific academic degrees by the different student groups varied with the level of study. (See Figure 12.):

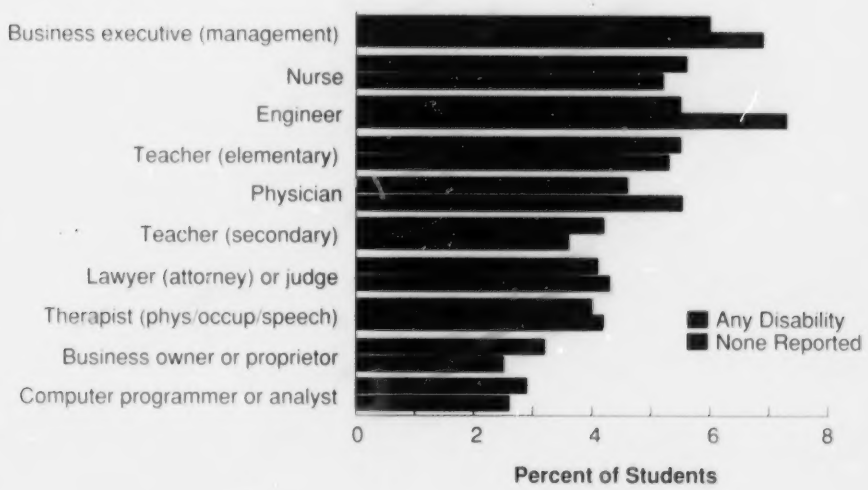
- Freshmen with disabilities were more likely to aspire toward a vocational certificate or associate degree (11 percent vs. 7 percent) than were other students.
- Freshmen with disabilities were less inclined to expect to receive bachelor's or master's degrees (60 percent vs. 64 percent).
- Both groups were equally interested in achieving doctoral or first-professional degrees (27 percent).

Figure 12
Highest Earned Degree Predicted by Full-Time College Freshmen: 1994



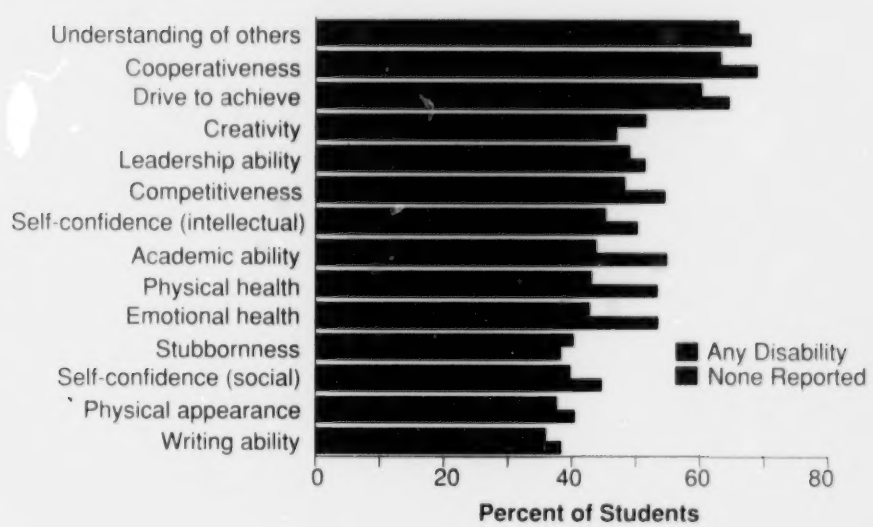
Source: HEATH Resource Center, ACE. Based on unpublished data from the 1994 Cooperative Institutional Research Program, UCLA, 1995.

Figure 13
Popular Probable Careers of Full-Time College Freshmen: 1994



Source: HEATH Resource Center, ACE. Based on unpublished data from the 1994 Cooperative Institutional Research Program, UCLA, 1995.

Figure 14
Full-Time College Freshmen Who Felt They Were Above Average in Ability Ratings: 1994



Source: HEATH Resource Center, ACE. Based on unpublished data from the 1994 Cooperative Institutional Research Program, UCLA, 1995.

A long list of possible occupations (more than 40) was presented to the freshmen. Generally, although the popularity of careers was similar, a smaller proportion of students with disabilities expected to enter each of the most popular occupations. (See Figure 13.) Among freshmen with disabilities, the top two career occupations chosen were "business executive" and "nurse" (6 percent each). "Engineer" and "business executive" were each picked by 7 percent of the students without disabilities as their top two selections.

Self-Perceptions

Students who completed this questionnaire already had achieved one measure of educational success: They had enrolled as first-time, full-time college students. A certain level of intellectual competence and emotional maturity was necessary for each of these students to have accomplished this important step. However, the successful completion of educational and career goals may be tied to students' perceptions about their strengths and weaknesses.

One series of questions asked the students to compare themselves with average persons who were of similar ages. (See Figure 14.) About two-thirds of the students, with and without disabilities, considered themselves to be "above average or in the top 10 percent of all people" on the ability to be understanding of others.

However, on most of these self-rated comparisons, a smaller share of students with disabilities than other students ranked themselves at this high level of ability. For example, a smaller share of freshmen with disabilities than other students rated themselves as "above average or in the top 10 percent of people" on the following measures of self-esteem:

- cooperativeness (63 percent vs. 69 percent);
- drive to achieve (60 percent vs. 64 percent);
- competitiveness (48 percent vs. 54 percent);
- intellectual self-confidence (45 percent vs. 50 percent);
- emotional health (43 percent vs. 53 percent);
- social self-confidence (40 percent vs. 44 percent); and
- popularity (32 percent vs. 36 percent).

When asked to evaluate their academic strengths, again a smaller share of freshmen with disabilities than other freshmen rated themselves as "above average or in the top 10 percent" on:

- overall academic ability (44 percent vs. 55 percent); and
- mathematical ability (30 percent vs. 38 percent).

Likewise, when asked to evaluate their physical health relative to others, a smaller share of students with disabilities than other students saw themselves in the highest group (43 percent vs. 53 percent).

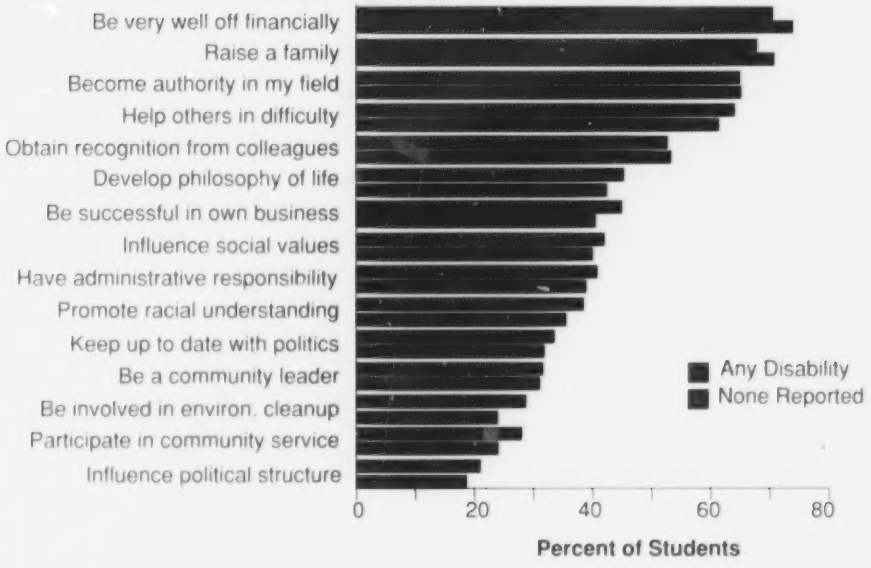
However, on two ability measures, artistic and creative, a larger share of students with disabilities than nondisabled students rated themselves high. The percentages for disabled/nondisabled students on artistic ability were 27 percent vs. 24 percent; for creativity, they were 52 percent vs. 47 percent.

Opinions

The freshmen surveys serve as annual barometers of the attitudes and political opinions of college students. (See Figure 15.) At least half of both groups of freshmen, those with and without disabilities, thought the following life objectives were very important:

- raise a family (68–71 percent);
- become an authority in one's field (65 percent); and
- obtain recognition from colleagues (53 percent).

Figure 15
Selected Objectives Considered To Be Very Important by Full-Time College Freshmen, 1994



Source: HEATH Resource Center, ACE. Based on unpublished data from the 1994 Cooperative Institutional Research Program, UCLA, 1995.

Students with disabilities appeared to measure success differently from their nondisabled peers. Although more students with disabilities thought it was important to be successful in one's own business (45 percent vs. 41 percent), fewer were driven by the desire to be well off financially (71 percent vs. 74 percent). Freshmen with disabilities were more interested in:

- helping others in difficulty (64 percent vs. 61 percent);
- developing a philosophy of life (45 percent vs. 42 percent);
- creating artistic works (17 percent vs. 12 percent);
- writing original works (17 percent vs. 12 percent); and
- achieving recognition in a performing art (15 percent vs. 11 percent).

Generally, the results of the 1994 survey did not reveal important distinctions in the political opinions expressed by students based on disability status. For example, the majority of students (at least seven in ten of both groups) felt that the federal government is not doing enough to control environmental pollution (84 percent), that the federal government could do more to control handguns (77–80 percent), and that national health care is needed (71 percent). In addition, both groups of freshmen characterized their political views across the political spectrum in a similar manner:

- Far Right: (2 percent)
- Conservative: (21 percent)
- Middle-of-the-Road: (52–53 percent)
- Liberal: (23 percent)
- Far Left: (3–2 percent)

DIFFERENCES BY GENDER AMONG FULL-TIME FRESHMEN WITH DISABILITIES, 1994

In response to many questions in the freshman survey, women with disabilities expressed more commonalities with nondisabled women than with men who reported disabilities. For example, women (regardless of their disability status) were more likely than men to have the following characteristics in common: (See Appendix A-3.)

- to come from a lower income family;
- to have a single parent;
- to have earned better high school grades;
- to have taken more years of foreign languages, arts, and music but fewer years of physical science in high school;
- to have more interest in majoring in education, professional fields, and the social sciences and less interest in engineering and technical fields;
- to choose a college closer to home;
- to have major concerns about financing their college educations; and
- to receive federal financial assistance.

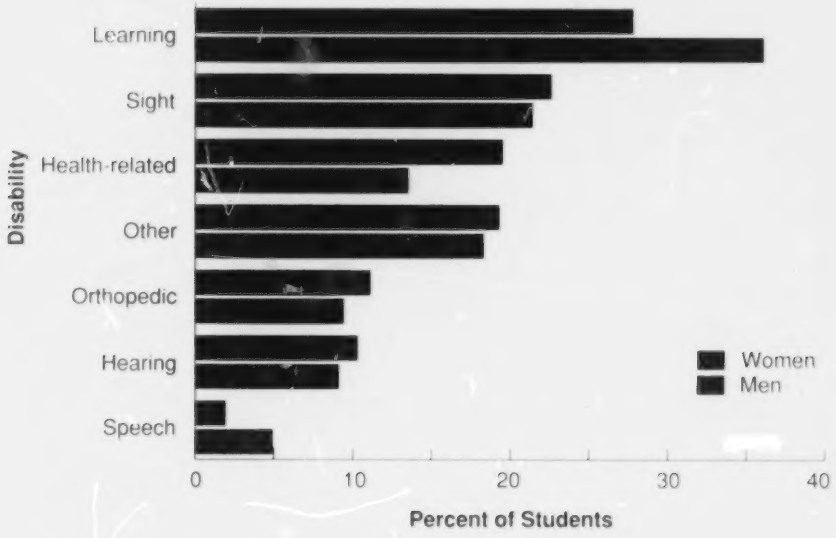
When only the freshmen with disabilities were considered, important differences between men and women still emerged. First, the types of disabilities reported varied. (See Table 4, Figure 16.) Women were more likely to report health-related problems while men reported higher incidences of learning and speech disabilities. However, men and women were equally likely to list multiple disabilities; one in eight of each group reported more than one condition.

Table 4
Differences Between Women and Men with Disabilities, by Type of Disability: 1994 Full-Time Freshmen

Type of Disability	Women	Men
Learning	27.8%	36.1%
Sight	22.6%	21.4%
Other	19.3%	18.3%
Health-related	19.5%	13.5%
Orthopedic	11.1%	9.4%
Hearing	10.3%	9.1%
Speech	1.9%	4.9%

Note: For example, 27.8 percent of women with disabilities reported having a learning disability.
Source: HEATH Resource Center, ACE. Based on unpublished data from the 1994 Cooperative Institutional Research Program, UCLA, 1995.

Figure 16
Distribution of Disability Type, by Gender: 1994 Full-Time Freshmen



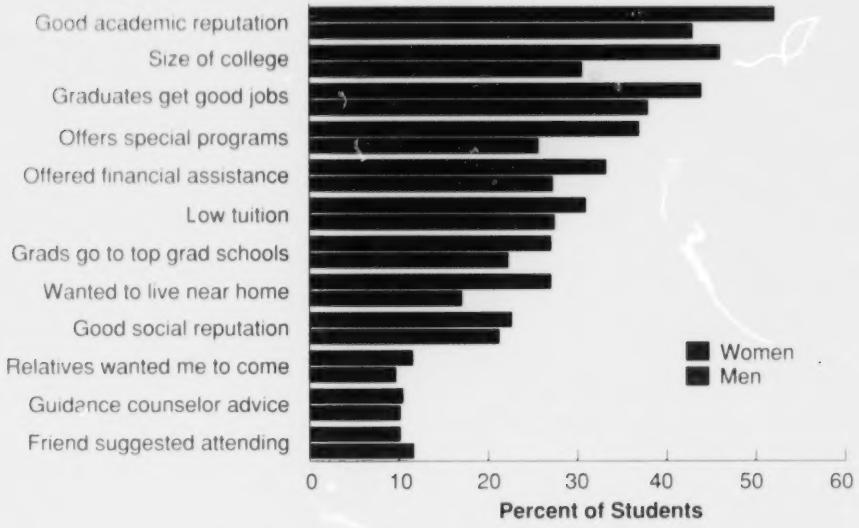
Source: HEATH Resource Center, ACE. Based on unpublished data from the 1994 Cooperative Institutional Research Program, UCLA, 1995.

In the process of choosing a college, more women than men (with disabilities) were influenced by academic reputation, the size of the college, and the availability of special programs and financial assistance. (See Figure 17.) Expectations also varied by gender; a higher proportion of women than men thought it was likely that they would get a job to help offset college expenses, would receive a bachelor's degree, and would be satisfied with their college experiences.

On measures of emotional stability and competence, a smaller proportion of women than men, regardless of disability status, rated themselves above average. Among freshmen with disabilities, fewer women than men thought that they ranked high on measures of emotional and social skills. For example, women were more likely to report that they often felt depressed or overwhelmed. However, on three measures of self-esteem and competence, a higher proportion of women than men felt that they were above average: understanding, cooperation, and writing skills. (See Figure 18.)

Figure 17

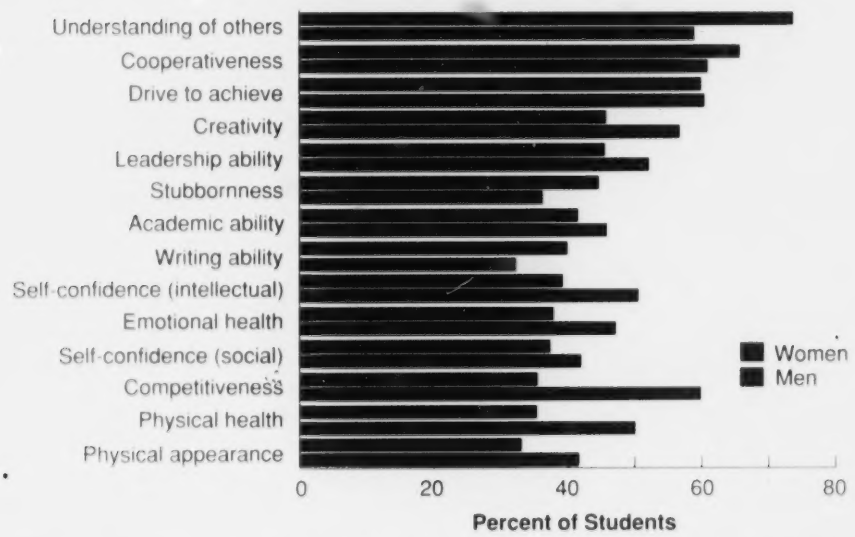
Differences Between Women and Men with Disabilities Who Listed Very Important Reasons Why They Selected This College: 1994 Full-Time Freshmen



Source: HEATH Resource Center, ACE. Based on unpublished data from the 1994 Cooperative Institutional Research Program, UCLA, 1995.

Figure 18

Differences Between Men and Women with Disabilities Who Felt They Were Above Average in Ability Ratings: 1994 Full-Time Freshmen



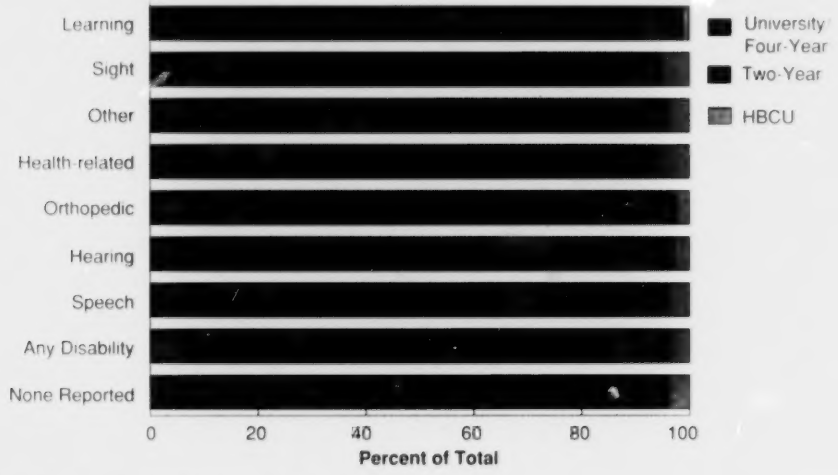
Source: HEATH Resource Center, ACE. Based on unpublished data from the 1994 Cooperative Institutional Research Program, UCLA, 1995.

HIGHLIGHTS OF FULL-TIME COLLEGE FRESHMEN BY TYPE OF DISABILITY, 1994

Interesting differences among students with specific types of disabilities become evident when one analyzes the responses of students with each disability. For example, the majority of freshmen with learning disabilities were enrolled in two-year colleges, while the majority of freshmen who were partially sighted or blind attended four-year institutions. (See Figure 19.)

In addition, students with certain disabilities were more likely to report more than one condition. (See Table 5.) College students with

Figure 19
Distribution of Full-Time College Freshmen With Disabilities, by Type of Disability and Type of Institution: 1994



Note: The data for this figure are included in Table 3.
Source: HEATH Resource Center, ACE. Based on unpublished data from the 1994 Cooperative Institutional Research Program, UCLA, 1995.

Table 5
Percent of Full-Time College Freshmen with Multiple Disabilities, by Type of Disability: 1994

Disability	Hearing	Speech	Ortho.	Learning	Health	Partially Sighted or Blind	Other	Total*
Hearing	100.0	20.4	7.3	4.1	5.0	5.8	4.3	**9.7**
Speech	7.3	100.0	4.3	3.5	2.8	2.1	2.4	**3.5**
Orthopedic	7.7	12.7	100.0	2.2	7.5	3.4	3.6	**10.2**
Learning	13.5	32.7	6.8	100.0	7.8	5.5	8.3	**32.2**
Health-related	8.4	13.0	12.1	4.0	100.0	4.7	4.8	**16.4**
Partially Sighted or Blind	13.1	13.2	7.4	3.8	6.2	100.0	3.4	**21.9**
Other	8.3	12.7	6.7	4.9	5.5	2.9	100.0	**18.8**
Total	158.3	204.7	144.6	122.5	134.8	124.4	126.8	112.7

* For example, 9.7% of all full-time freshmen with disabilities reported a hearing impairment.
Note: Details in columns will total to more than 100% because multiple responses were permitted. For example, 7.3% of students who said they had a hearing disability also had a speech impairment.
Source: HEATH Resource Center, ACE. Based on unpublished data from the 1994 Cooperative Institutional Research Program, UCLA, 1995.

each type of disability, as well as those who teach, advise, or administer postsecondary support services for them, may be especially interested in the following section.

Learning Disability

Among freshmen with disabilities, about one in three (32 percent) reported a learning disability. In 1988, the comparable proportion was 15 percent. In 1994, about two in five were women (41 percent) and 17 percent were students of color.

Slightly more than half (54 percent) attended two-year campuses, while another 44 percent were enrolled at universities or four-year colleges. Only 1 percent were attending HBCUs. A few changes from the 1991 profile are evident. A larger share of students with learning disabilities were enrolled at four-year institutions in 1994 than in 1991. The share of students at two-year colleges had decreased (from 59 to 54 percent), and the proportion enrolled at four-year institutions had grown (from 40 to 44 percent). The HBCUs maintained their share of 1 percent of the students during 1991–1994.

Compared to other freshmen with disabilities, students with learning disabilities were the most likely to:

- be men (59 percent vs. 52 percent);
- be from Caucasian families (83 percent vs. 77 percent);
- be from families where the income exceeded $75,000 (29 percent vs. 24 percent);
- be from families where the parents had earned graduate degrees (20 percent vs. 17 percent);
- not have completed three years of high school math (80 percent vs. 88 percent) or two years of a foreign language (54 percent vs. 68 percent);
- have earned C or D averages in high school (34 percent vs. 23 percent);
- aspire to a degree that was less than a bachelor's degree (21 percent vs. 11 percent); and
- rank themselves lowest on math ability (19 percent vs. 30 percent), intellectual self-confidence (34 percent vs. 45 percent), and academic ability (22 percent vs. 44 percent).

Special programs offered by colleges were particularly important to freshmen with learning disabilities (43 percent vs. 31 percent). Among students with disabilities, those with learning disabilities were the least

likely to have been offered financial assistance as an incentive to enroll in that particular college (23 percent vs. 30 percent). Fewer also were inclined to earn money from a part-time job while enrolled in school (16 percent vs. 20 percent).

Partial Sight or Blindness

About one in five freshmen with disabilities (22 percent) reported being partially sighted or blind. This figure is well below the 1988 proportion; then, 32 percent listed a sight impairment. In 1994, about half (49 percent) of the partially sighted or blind freshmen were women and three in ten (30 percent) were students of color.

The majority (69 percent) of the partially sighted or blind 1994 freshmen attended four-year institutions; the remaining students were enrolled in two-year schools (26 percent) or HBCUs (5 percent). Between 1991 and 1994, a greater share of freshmen with sight disabilities shifted to four-year institutions, increasing from 66 percent to 69 percent.

On average, students who were partially sighted or blind were more likely than other students with disabilities to have:

- had an A average in high school (33 percent vs. 20 percent);
- tutored another student (57 percent vs. 45 percent);
- met or exceeded the requirements in English, math, foreign languages, and computer science (average of 82 percent vs. 75 percent); and
- rated themselves above average or higher on measures of academic ability (62 percent vs. 44 percent), writing ability (45 percent vs. 36 percent), ambition (66 percent vs. 60 percent), intellectual self-confidence (57 percent vs. 45 percent), and emotional health (49 percent vs. 43 percent).

Health-Related Disability

About one in six students with a disability (16 percent) described it as "health-related." These students may have conditions such as severe allergies, cystic fibrosis, epilepsy, cancer, lupus, multiple sclerosis, or other health-related problems. The proportion of freshmen with disabilities citing health-related conditions has remained at 15–16 percent since 1988. In 1994, slightly more than half (56 percent) were women and one in four was a student of color.

The shift of the enrollment of freshmen with disabilities from two- to four-year institutions is evident. Almost three in five (59 percent) freshmen with health-related conditions were enrolled in four-year institutions

(compared to 55 percent in 1991), while about one in three (35 percent) attended two-year colleges (compared to 40 percent in 1991). Six percent attended HBCUs in both years.

Compared to other students with disabilities, students who reported health-related conditions were the most likely to:

- be women (56 percent vs. 48 percent);
- have lower median family incomes ($43,626 vs. $47,304);
- have missed school due to illness (18 percent vs. 9 percent);
- rank themselves lowest on a comparison of physical health (23 percent vs. 43 percent); and
- expect to be satisfied with college (52 percent vs. 45 percent).

Orthopedic

One in ten freshmen with disabilities reported having an orthopedic condition. In 1988, slightly more of the freshmen with disabilities (14 percent) had listed an orthopedic condition. In 1994, just over half were women (52 percent) and 18 percent were persons of color.

Almost three in five were enrolled at four-year institutions (up from 50 percent in 1991), and about two in five (42 percent) attended two-year schools (down from 48 percent in 1991). Students at HBCUs accounted for the remaining 2 percent in both 1991 and 1994.

Compared to their peers with other disabilities, freshmen with orthopedic problems were the most likely to:

- be 20 years of age or older (20 percent vs. 12 percent);
- have received assistance from Vocational Rehabilitation funds (12 percent vs. 6 percent);
- have applied to only one college (45 percent vs. 34 percent); and
- have taken more than a few months between high school graduation and entry into college (15 percent vs. 7 percent).

Hearing

One in ten freshmen reported having a hearing impairment. This is about the same as the 1991 figure of 11 percent. About half (51 percent) in 1994 were women and one in five was a person of color.

Almost three in five (56 percent) were enrolled at four-year institutions; about two in five (41 percent) attended two-year schools; and another 3 percent were at HBCUs. The distribution of hearing-impaired freshmen across types of institutions did not change between 1991 and 1994.

Generally, the characteristics of freshmen with hearing impairments paralleled those of other students with disabilities. Among students with

disabilities, they were the most likely to live with parents or relatives while enrolled (31 percent vs. 23 percent). However, on two competency measures, they rated themselves at the same level as students without disabilities: writing skills (37–38 percent) and leadership ability (51 percent).

Speech

Relatively few freshmen with disabilities (about one in 30, or 3.5 percent) reported that they had a speech impairment. In 1988, the proportion was the same. *Because the number of cases is small, caution should be used when comparing the characteristics of these freshmen with others who reported disabilities.*

Almost three in five (58 percent) of the students were at four-year institutions, while 38 percent and 4 percent attended two-year colleges and HBCUs, respectively. The proportion attending two-year institutions is declining. The 1991 figures for four-year, two-year, and HBCUs were 43 percent, 53 percent, and 4 percent, respectively.

Compared to any other group of freshmen with disabilities, those with speech impairments were the most likely to:

- be men (75 percent vs. 52 percent);
- be students of color (38 percent vs. 23 percent);
- be citizens of other countries (17 percent vs. 3 percent);
- speak a language other than English at home (20 percent vs. 6 percent);
- list additional disabilities (see Table 5);
- admit that difficulty in finding a job influenced their decision to enroll in college (22 percent vs. 10 percent);
- state that they were highly influenced by counselors in selecting this particular college (26 percent vs. 14 percent);
- have felt depressed in high school (21 percent vs. 14 percent);
- be interested in improving their reading and study skills in college (53 percent vs. 46 percent); and
- rate themselves less capable on measures of leadership (35 percent vs. 49 percent), understanding of others (48 percent vs. 66 percent), and social self-confidence (27 percent vs. 40 percent).

SUMMARY: RECENT TRENDS, LIKELY FUTURE

Generally, the characteristics of the freshmen who participated in the 1994 CIRP survey were similar to those found among students in the 1991 profile. There are, however, several changes worth noting.

The 1994 freshmen, regardless of their disability status, were more likely to have reported:

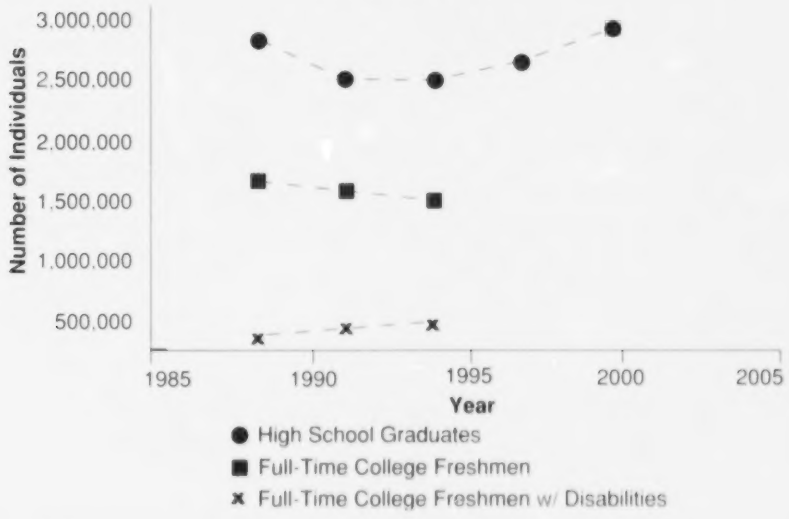
- being individuals of color;
- higher high school grades and interest in improving reading and study skills;
- more applications sent to colleges;
- parents with higher levels of education;
- less interest in engineering or business as a career;
- more reliance on Stafford loans to finance college expenses; and
- lower ratings on measures of emotional health and popularity.

The proportion of full-time college freshmen reporting disabilities (9 percent) remained unchanged between 1991 and 1994. Students with learning disabilities continued to be the fastest growing group; by 1994, almost one in three freshmen with disabilities reported a learning disability. A gradual shift became apparent in the enrollment patterns of freshmen with disabilities. Although freshmen with disabilities were still more likely than their nondisabled peers to enroll in two-year colleges, a higher proportion of students with disabilities were enrolling in four-year institutions in 1994 than had been the case three years earlier.

Since 1988, the numbers of recent high school graduates and full-time college freshmen have declined. (See Figure 20 on page 38.) However, during this same period, the number of full-time freshmen who have reported disabilities has remained relatively stable and their proportion has grown from 7 percent to 9 percent. It will be interesting to track these numbers during the next five years, when the number of high school graduates is expected to increase again due to demographic changes in the number of young people. Because the majority of full-time freshmen are recent high school graduates, it is likely that the number of full-time freshmen also will rise. Finally, it is reasonable to anticipate that the number of students with disabilities will increase gradually as well.

Although freshmen with disabilities were more likely to report lower high school grades and to be starting college at older ages, their educational and career goals were generally similar to those of students without disabilities. When asked to rate their own talents, fewer students with

Figure 20
Comparison of High School Graduates, Full-Time College Freshmen, and Full-Time College Freshmen with Disabilities, Selected Years



Note: High school graduate data for 1994–2000 are projected.
Source: HEATH Resource Center, ACE. Based on unpublished data from the Cooperative Institutional Research Program, UCLA; and the U.S. Department of Education, National Center for Education Statistics, *Projections* series, selected years.

disabilities than nondisabled students ranked themselves above average or higher on a wide range of abilities. Specific programs available at certain colleges, and the advice and support of teachers and guidance counselors, were very important factors in helping students with disabilities decide among particular colleges to attend.

The process of enrolling in college remains a series of decisions made by individuals as they try to identify academic programs best equipped to meet their personal, educational, and career goals. Along the way, students will invest their time, financial resources, and energy in pursuit of this experience. With help from their families, college administrators, and faculty members, students with disabilities can successfully realize their educational goals at institutions that meet their special needs.

APPENDIX

Table A–1
Selected Characteristics of Full-time College Freshmen, by Type of Disability: 1994

Characteristic	None	Hearing	Speech	Ortho.	Learning	Health-related	Sight	Other	Any
Gender									
Men	46.0	49.0	75.0	48.0	59.0	44.0	51.0	51.0	52.0
Women	54.0	51.0	25.0	52.0	41.0	56.0	49.0	49.0	48.0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Age									
17 or younger	2.0	1.0	2.0	3.0	2.0	3.0	2.0	2.0	2.0
18	67.0	54.0	42.0	55.0	42.0	59.0	68.0	59.0	56.0
19	25.0	32.0	44.0	22.0	42.0	24.0	27.0	25.0	30.0
20 or older	6.0	13.0	12.0	20.0	14.0	14.0	3.0	14.0	12.0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Race/Ethnicity									
White/Caucasian	78.0	80.0	62.0	82.0	83.0	74.0	70.0	73.0	77.0
African American/Black	10.0	8.0	12.0	5.0	4.0	12.0	10.0	10.0	8.0
American Indian	2.0	3.0	3.0	4.0	3.0	3.0	4.0	3.0	3.0
Asian American/Asian	4.0	4.0	11.0	3.0	2.0	4.0	7.0	3.0	4.0
Mexican American/Chicano	2.0	1.0	3.0	1.0	1.0	2.0	3.0	3.0	2.0
Puerto Rican	1.0	1.0	1.0	1.0	2.0	1.0	1.0	1.0	1.0
Other Latino	1.0	1.0	2.0	1.0	1.0	1.0	1.0	2.0	1.0
Other	2.0	2.0	6.0	3.0	4.0	3.0	4.0	5.0	4.0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Estimated Parental Income									
Less than $20,000	16.0	24.0	25.0	18.0	19.0	19.0	20.0	21.0	19.0
$20,000–$49,999	37.0	32.0	27.0	34.0	33.0	37.0	33.0	35.0	34.0
$50,000–$74,999	25.0	23.0	23.0	24.0	19.0	23.0	25.0	22.0	23.0
$75,000 and above	22.0	21.0	25.0	24.0	29.0	21.0	22.0	22.0	24.0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Medium Income	$47,519	$44,259	$48,145	$48,365	$48,271	$43,626	$46,699	$44,522	$47,304
Average High School Grades									
A	29.0	21.0	27.0	25.0	6.0	24.0	33.0	22.0	20.0
B	56.0	52.0	56.0	51.0	60.0	57.0	57.0	55.0	57.0
C and D	15.0	27.0	17.0	24.0	34.0	19.0	10.0	23.0	23.0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Table A–1 Con't.

Selected Characteristics of Full-time College Freshmen, by Type of Disability: 1994

Characteristic	None	Hearing	Speech	Ortho.	Learning	Health-related	Sight	Other	Any
Met or Exceeded Recommended Years of High School Study									
English (4 yrs.)	96.0	91.0	92.0	86.0	94.0	93.0	97.0	93.0	94.0
Mathematics (3 yrs.)	92.0	85.0	84.0	82.0	90.0	90.0	95.0	90.0	88.0
Foreign Language (2 yrs.)	82.0	67.0	62.0	74.0	54.0	71.0	80.0	71.0	68.0
Physical Science (2 yrs.)	47.0	51.0	52.0	45.0	46.0	47.0	51.0	43.0	47.0
Biological Science (2 yrs.)	36.0	38.0	27.0	40.0	28.0	37.0	37.0	33.0	34.0
History/American Gov't. (1 yr.)	98.0	97.0	98.0	97.0	98.0	97.0	99.0	98.0	98.0
Computer Science (1/2 yr.)	55.0	55.0	56.0	49.0	48.0	51.0	58.0	55.0	52.0
Arts and/or Music (1 yr.)	75.0	72.0	71.0	73.0	74.0	74.0	77.0	80.0	76.0
Major Field of Study									
Arts and Humanities	9.0	10.0	12.0	9.0	10.0	10.0	12.0	12.0	10.0
Biological Sciences	7.0	4.0	6.0	7.0	4.0	7.0	7.0	7.0	6.0
Business	16.0	14.0	17.0	12.0	12.0	13.0	13.0	14.0	13.0
Education	10.0	13.0	9.0	12.0	14.0	10.0	10.0	10.0	12.0
Engineering	8.0	8.0	15.0	8.0	6.0	6.0	9.0	6.0	7.0
Physical Sciences	2.0	2.0	3.0	3.0	2.0	3.0	3.0	2.0	2.0
Professional*	19.0	22.0	15.0	21.0	11.0	22.0	20.0	19.0	18.0
Social Sciences	9.0	7.0	6.0	8.0	9.0	9.0	8.0	11.0	9.0
Technical**	3.0	1.0	3.0	5.0	11.0	5.0	2.0	4.0	6.0
Other Fields***	17.0	19.0	14.0	15.0	21.0	15.0	16.0	15.0	17.0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Highest Degree Planned									
None	1.0	1.0	2.0	1.0	3.0	0.0	1.0	1.0	1.0
Vocational certificate	1.0	0.0	0.0	4.0	5.0	2.0	0.0	2.0	3.0
Associate (A.A. or equivalent)	5.0	9.0	13.0	7.0	13.0	6.0	3.0	8.0	7.0
Bachelors (B.A., B.S.)	27.0	31.0	18.0	27.0	24.0	26.0	23.0	24.0	25.0
Masters (M.A., M.S.)	37.0	32.0	30.0	33.0	31.0	35.0	38.0	35.0	34.0
Doctoral (Ph.D. or Ed.D.)	14.0	11.0	17.0	14.0	10.0	15.0	19.0	14.0	14.0
M.D., D.O., D.D.S., or D.V.M.	9.0	9.0	5.0	9.0	5.0	9.0	9.0	8.0	8.0
LL.B. or J.D. (law)	4.0	4.0	5.0	3.0	4.0	4.0	5.0	4.0	4.0
B.D. or M.Div. (divinity)	0.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Other	2.0	2.0	9.0	1.0	4.0	2.0	1.0	3.0	3.0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

* Includes architecture or urban planning, home economics, health technology, library or archival science, nursing, pharmacy, predent, premed, prevet, therapy (occupational, physical, and speech), and other professional fields.

** Includes building trades, data processing/computer programming, drafting or design, electronics, mechanics, and other technical fields.

*** Includes agriculture, communications, computer science, forestry, law enforcement, military science, other fields, and undecided.

Source: HEATH Resource Center, ACE. Based on unpublished data from the 1994 Cooperative Institutional Research Program, UCLA, 1995.

Table A–2

Distribution of Full-time College Freshmen, by Gender, Race/Ethnicity, and Disability Status: 1994

Characteristic	Any Disability		None Reported	
	Number	Percent	Number	Percent
Caucasian men	58,973	41.5	509,973	36.4
Caucasian women	50,928	35.9	587,563	42.0
African American men	4,771	3.4	53,242	3.8
African American women	6,746	4.7	84,263	6.0
Asian American men	3,057	2.1	29,508	2.1
Asian American women	2,091	1.5	28,088	2.0
Mexican American men	1,491	1.0	14,754	1.1
Mexican American women	1,147	0.8	17,460	1.2
Native American men	2,162	1.5	11,546	0.8
Native American women	2,226	1.6	15,182	1.1
Puerto Rican men	820	0.6	3,849	0.3
Puerto Rican women	675	0.5	5,314	0.4
Other Latino men	746	0.5	8,339	0.6
Other Latino women	944	0.7	9,109	0.6
Other men	2,535	1.8	10,264	0.7
Other women	2,698	1.9	12,146	0.9
Total	142,010	100.0	1,400,600	100.0

Source: HEATH Resource Center, ACE. Based on unpublished data from the 1994 Cooperative Institutional Research Program, UCLA, 1995.

Table A–3

Selected Characteristics of Full-time College Freshmen, by Gender and Disability Status: 1994

Characteristic	Women		Men	
	None Reported	Any Disability	None Reported	Any Disability
Age				
17 or younger	3.0	3.0	2.0	1.0
18	71.0	62.0	63.0	51.0
19	21.0	25.0	29.0	35.0
20 or older	5.0	10.0	6.0	13.0
Total	100.0	100.0	100.0	100.0
Race/Ethnicity				
White/Caucasian	77.0	76.0	80.0	79.0
African American/Black	11.0	10.0	8.0	7.0
Asian American/Asian	4.0	3.0	5.0	4.0
Mexican American/Chicano	2.0	2.0	2.0	2.0
Native American	2.0	3.0	2.0	3.0
Puerto Rican	1.0	1.0	0.0	1.0
Other Latino	1.0	1.0	1.0	1.0
Other	2.0	4.0	2.0	3.0
Total	100.0	100.0	100.0	100.0
Estimated Parental Income				
Less than $20,000	18.0	21.0	13.0	17.0
$20,000–$49,999	38.0	36.0	37.0	33.0
$50,000–$74,999	24.0	21.0	25.0	24.0
$75,000 and above	20.0	22.0	25.0	26.0
Total	100.0	100.0	100.0	100.0
Medium Income	$45,197	$43,796	$50,240	$49,835
Average High School Grades				
A	32.0	24.0	25.0	17.0
B	56.0	56.0	57.0	58.0
C and D	12.0	20.0	18.0	25.0
Total	100.0	100.0	100.0	100.0

Table A–3 Con't.

Selected Characteristics of Full-time College Freshmen, by Gender and Disability Status: 1994

Characteristic	Women		Men	
	None Reported	Any Disability	None Reported	Any Disability
Met or Exceeded Recommended Years of High School Study				
English (4 yrs.)	96.0	95.0	96.0	94.0
Mathematics (3 yrs.)	92.0	90.0	92.0	86.0
Foreign Language (2 yrs.)	84.0	75.0	79.0	63.0
Physical Science (2 yrs.)	43.0	44.0	51.0	49.0
Biological Science (2 yrs.)	38.0	35.0	35.0	33.0
History/American Gov't. (1 yr.)	98.0	98.0	98.0	98.0
Computer Science (1/2 yr.)	52.0	50.0	59.0	53.0
Arts and/or Music (1 yr.)	79.0	80.0	71.0	72.0
Major Field of Study				
Arts and Humanities	9.0	11.0	9.0	11.0
Biological Sciences	7.0	6.0	7.0	6.0
Business	15.0	12.0	17.0	14.0
Education	13.0	15.0	6.0	9.0
Engineering	3.0	2.0	15.0	11.0
Physical Sciences	1.0	2.0	3.0	2.0
Professional*	24.0	26.0	12.0	11.0
Social Sciences	12.0	11.0	6.0	7.0
Technical**	1.0	1.0	6.0	10.0
Other Fields***	15.0	14.0	19.0	19.0
Total	100.0	100.0	100.0	100.0
Highest Degree Planned				
None	1.0	1.0	1.0	1.0
Vocational certificate	1.0	2.0	1.0	3.0
Associate (A.A. or equivalent)	6.0	7.0	5.0	7.0
Bachelo's (B.A., B.S.)	25.0	25.0	29.0	26.0
Masters (M.A., M.S.)	38.0	35.0	37.0	34.0
Doctoral (Ph.D. or Ed.D.)	14.0	15.0	14.0	14.0
M.D., D.O., D.D.S., or D.V.M.	10.0	9.0	8.0	7.0
LL.B. or J.D. (law)	4.0	4.0	4.0	4.0
B.D. or M.Div. (divinity)	0.0	0.0	0.0	1.0
Other	1.0	2.0	1.0	3.0
Total	100.0	100.0	100.0	100.0

* Includes architecture or urban planning, home economics, health technology, library or archival science, nursing, pharmacy, predent, premed, prevet, therapy (occupational, physical, and speech), and other professional fields.

** Includes building trades, data processing computer programming, drafting or design, electronics, mechanics, and other technical fields.

*** Includes agriculture, communications, computer science, forestry, law enforcement, military science, other fields, and undecided.

Source: HEATH Resource Center, ACE. Based on unpublished data from the 1994 Cooperative Institutional Research Program, UCLA, 1995.

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